**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Number Sense Addition, Subtraction, and Rounding Jennifer Asay and Lisa Pixton**  **The Envision Lesson: 1-1 Thousands** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Daily Spiral Review of 1-1 and M-cap probes.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction( Expanded Form, Standard Form, Word Form, period) En Vision Math book   1. How will you explicitly teach new vocabulary? Definitions – Pg.2 Topic 1-1 Use vocabulary cards in the book and play the matching game memory. 2. How will you provide multiple opportunities for vocabulary to be used in context?   Using a newspaper or magazine and find examples of all of these words. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Using place value blocks show how to make a thousand using units, rods, and cubes.  We will make a 1000 book found on page 30 in 4th grade Investigations. Ask student questions found on page 31 in Investigations.  Using a Guinness book of world records, find an example of thousands in various records. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Using Page 4B from 1-1 in En Vision have student draw place value blocks on pose the problem. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Using store ads they must pick items that when added up would equal $1000 either individually or partners.  Teacher will write numbers on the board using thousands. Student will verbally say the number then write it in expanded form on small white boards. One student then goes to board and writes answer for all to check or discuss. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT Use quick check on En Vision 1-1** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES Center activity 1-3, 1-4, &1-7 in En Vision.** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK On line homework on 1-1.** | |
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